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ABSTRACT

Included in this publication are the 4 issues of the ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletter published during 1969. Articles in issue Number 1 include: "Office of Education Summer Training Institutes"; "Migrant Education Conference"; "The Principalship-Fellowship Preparation Program for Elementary Schools Enrolling a Majority of Spanish Speaking or Indian Pupils"; "Rural Shared Services"; "CRESS in RIE (Research in Education)"; and "Conference Preparing Teachers for Mexican Americans". "CRESS in RIE" is a listing of documents which appeared in the October 1968 through January 1969 issues of RIE. The lead article in Number 2 is "A Comprehensive Approach to Migrant Education: Eastern Oregon College's Fellowships in Special Education". "Tribal Involvement in the Navajo Education Revolution" is the lead article in the third issue. Articles in the fourth issue are: "Improving the Instructional Performance of Rural School Teachers"; "Boy Scouts of America Looking for Indian Leaders"; and "Indian Programs of the Center for Urban and Regional Affairs, University of Minnesota". Availability of the first papers on migrancy and rural poverty and ERIC/CRESS's bibliographies on rural, Mexican American, American Indian and migrant education is given. (NQ)

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ERIC CRESS

NEWS LETTER

Volume 4, No. 1 March 1969

OFFICE OF EDUCATION SUMMER TRAINING INSTITUTES

The U.S. Office of Education will hold two one-week training institutes this summer for educators interested in learning more about developing and operating information processing and service centers.

ESTABLISHMENT OF LOCAL EDUCATIONAL INFORMATION CENTERS.
July 13-July 19.
Dr. Everett D. Edington, Director
Box 3AP, New Mexico State University,
Las Cruces, New Mexico 88001
Telephone: 505-646-2623

OPERATION OF EDUCATION INFORMATION SERVICE CENTERS.
August 17-August 22.
Dr. Venable Lawson, Director
Division of Librarianship, Emory University
Atlanta, Georgia 30322
Telephone: 404-377-2411

Training will focus on sources of information about educational research and new developments in:

1. acquiring educational research materials,
2. organizing materials,
3. planning and conducting reference searches and services,
4. conducting dissemination activities.

For further information, write to the institute director. The size of the institute is limited; therefore, it is important that application be made at the earliest possible date.

MIGRANT EDUCATION CONFERENCE

The Second National Migrant Education Conference is to be held May 14, 15, and 16 in Atlantic City, New Jersey. The conference is being sponsored by the New Jersey State Department of Education, Office of Migrant Education and the New York State Education Department, Bureau of Migrant Education. Those interested in attending should contact:

Mr. Jim Roberts
Migrant Education Programs
Division of Curriculum and Instruction
225 West State Street
Trenton, New Jersey 08625

NEW MEXICO STATE UNIVERSITY
Announces

THE PRINCIPALSHIP-FELLOWSHIP PREPARATION PROGRAM FOR ELEMENTARY SCHOOLS ENROLLING A MAJORITY OF SPANISH-SPEAKING OR INDIAN PUPILS

Sponsored by the United States Office of Education, this program will begin 1 June 1969 and end 31 May 1970. Fellowship applicants with successful elementary teaching backgrounds are sought for an interdisciplinary program leading to the master of arts or education specialist degree in elementary educational administration. A key consideration is that cultural insights derived from anthropology and linguistics properly infused with educational administration will equip principals to make school decisions based upon needs of the Spanish-speaker and Indian child. The stipend for the year will be $4,800 for the Fellow, plus dependency allowances. Completed applications are due April 6, 1969. For further information, write to Darrell S. Willey, Box 3R, New Mexico State University, Las Cruces, New Mexico 88001.

RURAL SHARED SERVICES

Frank L. Heesacker, Research Director
Northern Montana College

A very few years ago, small—usually rural—schools simply could not offer a great variety of instructional

The Newsletter is a publication of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), which is funded under Title IV-B, Elementary and Secondary Education Act, Department of Health, Education, and Welfare. ERIC/CRESS is located on the campus of New Mexico State University, Las Cruces, New Mexico.

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programs. Typically, the courses offered were limited to those prescribed by the law of the State in which the school was located, and, in many cases, even these courses were provided only in alternate years—with the resulting experience of students finding themselves "out of sequence" when they transferred to another school.

That this circumstance did prevail, and likely still does in some locations, few who have been associated with the small school will deny. That this circumstance is no longer necessary in even the most remote school, is one of the findings of a recent study.

In March 1968, the Northwest Regional Educational Laboratory, Portland, Oregon, applied to the U.S. Office of Education for funds to investigate the *shared services concept* of providing programs to youth in rural areas. The proposal sought to "identify research results and developmental efforts by regional cooperatives, and to evaluate, synthesize, document, and translate this information into utilitarian statements." Basic assumptions from which this study evolved were:

1. Rural, isolated schools will continue to exist in the nation.
2. Strengths inherent in smallness can be exploited.
3. Students in geographically isolated areas should have educational opportunities equal to the best available anywhere.
4. Educational programs proposed for and tested in urban-suburban schools are not always transportable to rural schools.
5. Much research and developmental data have resulted in the past twelve years from major regional efforts to improve rural education.
6. Shared service evidence accumulated from these projects, properly translated into usable information packages for opinion leaders and change agents, would accelerate improvement in rural education.

Briefly defined, shared services is an "umbrella" term used to describe those activities conducted on a cooperative basis between two or more autonomous school districts which a single district would not or could not provide. With the development of programmed instruction kits, amplified telephones, dial-access retrieval systems, flexible/modular scheduling, able-student seminars conducted at nearby colleges, and incentives provided under Title III ESEA, the concept of cooperative effort to provide services for youth has made "a mighty reach."

Results of this study indicate clearly that "students in geographically isolated areas *do* have access to educational opportunities available elsewhere." Failure to provide this opportunity can most often be traced to a "lack of leadership" in obtaining the cooperation of neighboring school districts in order to warrant the programs relevant to their schools. The finding that many isolated schools *are* providing exemplary programs for their students through cooperative effort is evidence that some rural schools do have the necessary leadership.

The study will report on: (1) administrative organizational patterns through which shared service projects have developed; (2) shared services provided for youth (counseling, summer schools, special offerings, etc.); (3) shared services provided for teachers (in-service training in most instructional areas, media preparation, etc.); and (4) shared services that are administrative in nature (cooperative purchasing, data processing, etc.). Brief descriptions of the wide variety of services, a list of locations where services are being shared, and an annotated bibliography will be included.

A limited number of copies of the final report of this study will be available in early April 1969 from either:

Dr. Ray Jongeward, Project Director
Rural Shared Services Project
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

or

Dr. Frank L. Heesacker
Education Division
Northern Montana College
Havre, Montana 59501

SPECIAL PROGRAMS—SUMMER 1969

In response to the call in the December *News Letter* for summer activities in any of the interest areas of CRESS, numerous announcements were received. As space allows, programs being held are listed below.

OUTDOOR EDUCATION

HURRICANE ISLAND OUTWARD BOUND SCHOOL PRACTICUMS FOR EDUCATORS (Males Only). Hurricane Island (near Rockland, Maine).
June 27-June 29
July 29-July 31

DOCUMENT AVAILABILITY

The documents listed in this issue of *CRESS in RIE* appeared in the October 1968 through January 1969 issues of RIE. Future numbers of *CRESS in RIE* will also carry announcements of documents relevant to one or more of our many areas of responsibility. Although ordering information is provided here, it is suggested that the appropriate issues of RIE be consulted for the complete resumes of these and other documents.

Copies of documents must be ordered by individual ED numbers. Payment must accompany orders totaling less than $5.00. Add $.50 handling charge to all orders. In the U.S., add sales tax as applicable. Foreign orders must be accompanied by a 25 percent service charge, calculated to the nearest cent.

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4936 Fairmont Avenue
Bethesda, Maryland 20014

RURAL EDUCATION AND SMALL SCHOOLS

ED 019 145 DROP-OUTS IN SMALL SCHOOLS. Texas Small Schools Project, Austin. 1965. 10p. MF-$0.25, HC-$0.60.

ED 019 148 A GUIDE FOR DEVELOPING PACE—PROJECTS TO ADVANCE CREATIVITY IN EDUCATION. Department of Rural Education, Washington, D.C. 1966. Document not available from EDRS. This guide is available for $2.00 from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

ED 019 149 TEXAS SMALL SCHOOLS PROJECT, 1960. Texas Small Schools Association, Austin. 1960. 14p. MF-$0.25, HC-$0.80.

ED 019 150 EDUCATIONAL AND OCCUPATIONAL PROGRESS OF RURAL YOUTH IN UTAH—A FOLLOW-UP STUDY. John R. Christiansen and others. Brigham Young University, Provo, Utah. 1962. 14p. MF-$0.25, HC-$0.80.

ED 019 153 EAU CLAIRE COUNTY YOUTH STUDY, 1966. John R. Thurston and others. Wisconsin State Department of Public Welfare, Madison. 1966. 15p. MF-$0.25, HC-$0.85.

ED 019 157 THE RURAL SCHOOL DROPOUT, A TEN-YEAR FOLLOW-UP STUDY OF EASTERN KENTUCKY YOUTH. E. Grant Youmans. Kentucky University, Lexington, Bureau of School Service. 1963. 33p. MF-$0.25, HC-$1.75.

ED 019 163 THE COMPREHENSIVE EDUCATIONAL PROGRAM FOR WEST VIRGINIA SCHOOLS. Rex M. Smith. West Virginia State Department of Education, Charleston. 1964. 91p. MF-$0.50, HC-$4.65.

ED 019 169 THE EDUCATIONAL AND OCCUPATIONAL PERSPECTIVES OF RURAL YOUTH. William H. Sewell. National Committee for Children and Youth, Washington, D.C. 1963. 31p. MF-$0.25, HC-$1.65.

ED 019 171 THE EFFECT OF RURALITY ON THE EDUCATION OF RURAL YOUTH. Edgar B. Charles. New Mexico State University, University Park. 1968. 8p. MF-$0.25, HC-$0.50.

ED 019 179 A STUDY OF THE CHANGE IN INTELLIGENCE DISTRIBUTION OVER A TWENTY YEAR PERIOD IN CENTRAL IOWA. William H. Dreier and Beverly S. Young. State College of Iowa, Cedar Falls. 1964. 18p. MF-$0.25, HC-$1.00.

ED 019 368 EDUCATION IMPROVEMENT PROJECT, A STATUS REPORT ON AN ACTION ARM OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS, FALL 1966. Southern Association of Colleges and Schools. 1966. 35p. MF-$0.25, HC-$1.85.

ED 019 472 THE DEVELOPMENT AND DEMONSTRATION OF UNIFIED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN SMALL RURAL AREA HIGH SCHOOLS, FINAL REPORT OF PROJECT 601. H. Paul Sweany. Michigan State University, East Lansing, College of Education. 1967. 16p. MF-$0.25, HC-$0.90.

ED 019 559 AN EVALUATION OF LOCAL EDUCATIONAL EXTENSION TELEVISION PROGRAMS BY RURAL PEOPLE AND AGRICULTURAL EXTENSION AGENTS IN THE METROPOLITAN AREA OF PORTLAND, OREGON. Lloyd C. Baron. Arizona University, Tucson. 1965. Document not available from EDRS. This master's thesis is available from the University of Arizona, Tucson.

ED 019 582 DIFFERENCES IN PERCEPTION OF CITIZENS AND TEACHERS ABOUT EDUCATIONAL ISSUES. Roger W. Bardwell. Wisconsin University, Madison. 1960. Document not available from EDRS. This Ph.D. dissertation is available from University Microfilms, Ann Arbor, Michigan. L.C. Card No. MIC 60-5712. Microfilm $2.50, Xerox $8.80. 191p.

ED 020 027 RURAL YOUTH IN A CHANGING ENVIRONMENT, REPORT OF THE NATIONAL CONFERENCE (OKLAHOMA STATE UNIVERSITY, SEPTEMBER 22-25, 1963). Ruth Cowan Nash. National Committee for Children and Youth. 1965. 348p. MF-$1.50, HC-$17.50.

ED 020 030 APPALACHIA TRIES A CO-OP. Charles W. Rhodes. Document not available from EDRS. This article appears in *Education News,* Vol. 2, No. 10, May 27, 1968, p. 12.

ED 020 033 SIZE AND STATE SCHOOL SYSTEM ORGANIZATION. William E. Inman. Great Plains School District Organization Project, Lincoln, Nebraska. 1968. 22p. MF-$0.25, HC-$1.20.

ED 020 035 TEACHER AIDES UNDER GLASS. Richard J. Palmer. 1968. 3p. MF-$0.25, HC-$0.25.

ED 020 036 THE MYTHS OF REORGANIZATION. K.C. DeGood. Ohio School Boards Association, Columbus. 1968. 7p. MF-$0.25, HC-$0.45.

ED 020 039 THE ROLE OF EDUCATION IN ALLEVIATING RURAL POVERTY. Luther G. Tweeten. Department of Agriculture, Washington, D.C. 1967. 60p. MF-$0.50, HC-$3.10.

ED 020 042 FIRST COME LOVE AND UNDERSTANDING. Sara Murphy. Southern Education Reporting Service, Nashville, Tennessee. 1968. 8p. MF-$0.25, HC-$0.50.

ED 020 045 EDUCATING RURAL YOUTH FOR SUCCESS IN THE WORLD OF WORK. Rowan C. Stutz and Russell G. Merrell. Western States Small Schools Project. 1967. 41p. MF-$0.25, HC-$2.15.

ED 020 047 BIBLIOGRAPHY, RURAL EDUCATION AND THE SMALL SCHOOL. Ralph G. Bohrson. Colorado State Department of Education, Denver. 1962. 14p. MF-$0.25, HC-$0.80.

ED 020 054 THE CASE FOR CHANGE—IN THE FUNCTIONS OF THE INTERMEDIATE UNIT. C.C. Trillingham. 1961. 6p. MF-$0.25, HC-$0.40.

ED 020 055 SELECTED BIBLIOGRAPHY ON RURAL EDUCATION. National Education Association, Washington, D.C. 1963. Document not available from EDRS. This bibliography is available for $1.00 from NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

ED 020 056 RURAL EDUCATION ON THE WORLD SCENE. Gordon I. Swanson. 1962. 12p. MF-$0.25, HC-$0.70.

ED 020 059 EDUCATION IN RURAL AMERICA FOR VOCATIONAL COMPETENCE. Howard A. Dawson. National Education Association, Washington, D.C. 1964. 13p. MF-$0.25, HC-$0.75.

ED 020 061 CHANGING SCHOOL NEEDS IN RURAL AREAS. Alvin E. Rhodes. 1962. 16p. MF-$0.25, HC-$0.90.

ED 020 062 TEACHING THE RURAL DISADVANTAGED, PRELIMINARY BIBLIOGRAPHY. National Education Association, Washington, D.C. 1968. 5p. MF-$0.25, HC-$0.35.

ED 020 063 PROGRAMMED MATHEMATICS, CLOUDCROFT HIGH SCHOOL. Mary Joe Clendenin. New Mexico Western States Small Schools Project. 1965. 8p. MF-$0.25, HC-$0.50.

ED 020 064 PROGRAMMED MATHEMATICS, DES MOINES HIGH SCHOOL. Thomas J. Morrow. New Mexico Western States Small Schools Project. 1965. 8p. MF-$0.25, HC-$0.50.

ED 020 065 PROMISING PRACTICES FOR SMALL SCHOOLS IMPROVEMENT, ANNUAL PROGRESS REPORT. Rowan C. Stutz. Western States Small Schools Project. 1965. 110p. MF-$0.50, HC—$5.60.

ED 020 066 PROFESSIONAL PERSONNEL TO SERVE THE EDUCATIONAL NEEDS OF RURAL AND SMALL COMMUNITIES, A PROPOSED GUIDE TO STATE ACTIVITY. National Education Association, Washington, D.C. 9p. MF-$0.25, HC-$0.55.

ED 020 067 A BIBLIOGRAPHY OF MATERIALS ON THE UPPER CUMBERLAND REGION (TITLE SUPPLIED). Upper Cumberland Project, Livingston, Tennessee. 5p. MF-$0.25, HC-$0.35.

ED 020 069 BETTER EDUCATION THROUGH EFFECTIVE INTERMEDIATE UNITS. Alvin E. Rhodes. National Education Association, Washington, D.C. 1963. Document not available from EDRS. This document is available from NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

ED 020 073 STATE AND COUNTY PLANNING OF A PROGRAM OF SERVICES FOR A COUNTY SCHOOLS OFFICE. Floyd Marchus. 1963. 23p. MF-$0.25, HC-$1.25.

ED 020 235 WEWAHITCHKA TOOK A CHANGE ON OBLIVION. Clayton Braddock. 1967. 7p. MF-$0.25, HC-$0.45.

ED 020 236 MOUNTAINEERS AREN'T REALLY ILLITERATE. Vincent P. Skinner. 1967. 3p. MF-$0.25, HC-$0.25.

ED 020 413 VOCATIONAL EDUCATION FOR RURAL AMERICA, YEARBOOK, 1958-59. Gordon I. Swanson. National Education Association, Washington, D.C. 1959. 355p. MF-$1.50, HC not available from EDRS. This document is available for $4.00 from Department of Rural Education, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

ED 020 812 EAU CLAIRE COUNTY STUDY, PHASE II 1964-65. John F. Feldhusen and others. Wisconsin State Department of Public Welfare, Madison. 1965. 251p. MF-$1.00, HC-$12.65.

ED 020 815 INTERMEDIATE UNITS AND SMALL HIGH SCHOOLS. Robert Isenberg. National Association of Secondary School Principals. 1966. Document not available from EDRS. This article appeared in the *NASSP Bulletin*, February 1966, pp. 1-10.

ED 020 821 BORN FOR JOY, A UNIQUE SUMMER PROGRAM FOR DISADVANTAGED CHILDREN DURING JULY, 1966. Glyn Morris and Judith Wheater. Board of Cooperative Educational Services. 1966. 53p. MF-$0.25, HC-$2.75.

ED 020 822 EDUCATIONAL TELEVISION IN THE SMALL SCHOOL. Lowell E. Ledford. Arkansas Education Association, Little Rock. 1968. 4p. MF-$0.25, HC-$0.30.

ED 020 824 A RESTUDY OF THE ACCEPTANCE OF EDUCATIONAL PROGRAMS IN RURAL WISCONSIN. Burton W. Kreitlow and Paul G. Butterfield. Wisconsin University, Madison, Department of Agriculture/Extension Education. 1966. 32p. MF-$0.25, HC-$1.70.

ED 020 832 EDUCATION FOR RURAL PEOPLES IN THE NEW AMERICA. Solon T. Kimball. 1964. 12p. MF-$0.25, HC-$0.70.

ED 020 833 THE IMPLICATIONS OF CHANGE FOR SCHOOL ADMINISTRATION. Alfred W. Beattie. 1960. 8p. MF-$0.25, HC-$0.50.

ED 020 834 A DYNAMIC CHARTER FOR RURAL EDUCATION. Hale Aarnes. 1961. 7p. MF-$0.25, HC-$0.45.

ED 020 836 THE ACCEPTANCE OF EDUCATIONAL PROGRAMS IN RURAL WISCONSIN. Burton W. Kreitlow and James A. Duncan. Wisconsin University, Madison, Department of Agriculture/Extension Education. 1956. 23p. MF-$0.25, HC-$1.25.

ED 020 839 OPERATION PEBBLE, SUMMARY REPORT. Robert B. Norred. Tennessee Technology University, Cookeville. 1967. 56p. MF-$0.25, HC-$2.90.

ED 020 841 THE RURAL FAMILY IN 1965. Edward W. O'Rourke. 1960. 9p. MF-$0.25, HC-$0.55.

ED 020 842 SMALL TOWN IN MASS SOCIETY—CLASS, POWER, AND RELIGION IN A RURAL COMMUNITY. Arthur J. Vidich and Joseph Bensman. 1960. Document not available from EDRS. This book is available from Princeton University Press, New Jersey 08540, or in paperback from Anchor Books, Doubleday and Company, Inc., Garden City, New York 11530.

ED 020 843 THE EVOLVING INTERMEDIATE UNIT. Robert M. Isenberg. 1966. 10p. MF-$0.25, HC-$0.60.

ED 020 982 SOMETIMES IT GOT WILD IN ARKANSAS. John Egerton. 1966. 5p. MF-$0.25, HC-$0.35.

ED 021 020 INNOVATIVE PROGRAMS IN WESTERN NEW YORK SCHOOLS. Laura G. Searls. Western New York School Study Council, Buffalo. 1967. 93p. MF-$0.50, HC-$4.75.

ED 021 651 REGIONAL EDUCATION AGENCIES. Appalachian Regional Commission, Washington, D.C. 1968. 161p. MF-$0.75, HC-$8.15.

ED 021 653 THE APPALACHIAN REGIONAL COMMISSION EDUCATION ADVISORY COMMITTEE, INTERIM REPORT. Appalachian Regional Commission, Washington, D.C. 1968. 98p. MF-$0.50, HC-$5.00.

ED 021 657 SCHEDULING FOR FLEXIBILITY IN SMALL SCHOOLS. David L. Jesser and Rowan C. Stutz (editors). Western States Small Schools Project, Salt Lake City, Utah. 1966. 20p. MF-$0.25, HC-$1.10.

ED 021 665 CONTINUOUS CURRICULUM DEVELOPMENT—RURAL SCHOOL, EVALUATION REPORT AND CONTINUATION APPLICATION. Lloyd W. Harrell and Herbert T. Tilley. Fairfield Community Schools, Goshen, Indiana. 1968. 140p. MF-$0.75, HC-$7.10.

ED 021 666 SCHOOL ACHIEVEMENT IN RURAL ALBERTA, AN EXPLORATORY STUDY OF SOCIAL AND PSYCHOLOGICAL FACTORS ASSOCIATED WITH GRADE IX PUPIL ACHIEVEMENT IN NORTH-EASTERN ALBERTA, REPORT. B.Y. Card and others. Alberta Teachers Association, Edmonton. 1966. 107p. MF-$0.50, HC-$5.45.

ED 021 675 EFFECTS OF AN ENRICHMENT PROGRAM ON THE SCHOOL ACHIEVEMENT OF RURAL WELFARE RECIPIENT CHILDREN. Joe L. Frost. Texas University, Austin. 1968. 15p. MF-$0.25, HC-$0.85.

ED 021 686 A NEW ATTACK UPON RURAL POVERTY, AN EXPERIMENTAL AND DEMONSTRATION PROJECT, FINAL REPORT. Northern Michigan University, Marquette. 1966. 141p. MF-$0.75, HC-$7.15.

ED 022 000 UTILIZATION OF MOBILE FACILITIES FOR DEVELOPMENT OF ENTRY WORK SKILLS FOR ARKANSAS' RURAL UNEMPLOYED AND LOW INCOME EARNERS, A FEASIBILITY STUDY. Nevada University, Reno. 1967. 46p. MF-$0.25, HC-$2.40.

A bibliography of documents pertaining to rural education and small schools which appeared in the June through September 1968 issues of RIE is available in limited supply. Single copies may be requested from ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Box 3AP, Las Cruces, New Mexico 88001.

This issue of *CRESS in RIE* was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

March 1969

Fee for each period: $50. For information, write to: Director of Admissions, Hurricane Island Outward Bound School, Box 426, Concord, Massachusetts 01742.

OUTDOOR TEACHER EDUCATION, 1969-70
Graduate Studies. Northern Illinois University.
June 16-July 3
July 7-August 8
For information, write to: The Director, Lorado Taft Field Campus, Box 29[illegible], Oregon, Illinois 61061.

INDIAN OR SPANISH-SPEAKING STUDENTS

KINDERGARTEN FOR INDIAN SCHOOLS; FUNDAMENTALS OF CREE; THE SCHOOL PROGRAM IN INDIAN AND METIS COMMUNITIES; and CURRICULUM DEVELOPMENT IN INDIAN AND NORTHERN SCHOOLS. University of Saskatchewan, Saskatoon, Canada.
July 8-August 16
For information, write to: Registrar's Office, University of Saskatchewan, Saskatoon, Canada.

SUMMER PRE-COLLEGE PROGRAM FOR COLLEGE-BOUND AMERICAN INDIAN, SPANISH-AMERICAN, AND FOREIGN STUDENTS. Fort Lewis College, Durango, Colorado.
June 30-August 8
Room, board, and tuition provided. For information, write to: Mr. James B. Bowra, Office of Admissions and Records, Fort Lewis College, Durango, Colorado 81301.

RURAL EDUCATION

WORLD STUDY TOUR ON RURAL EDUCATION. Iran, India, Nepal, Pakistan, Thailand, Hong Kong, and Japan.
June 29-July 24
Cost: $1,969. Three graduate credits will be given in Educational Field Experiences. For information, write to: Dr. J.C. Fitzgerald, Director, Division of Continuing Education, Oklahoma State University, Stillwater, Oklahoma 74074.

This newsletter was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

CONFERENCE ON PREPARING TEACHERS FOR MEXICAN AMERICANS

Approximately one hundred participants from colleges and universities, regional educational laboratories, public schools, State Departments of Education, and communities within the Colorado, New Mexico, and West Texas area attended the Conference on Preparing Teachers for Mexican Americans held on the campus of New Mexico State University February 13, 14, and 15, 1969. This was the first of three conferences designed to initiate improvements in the qualifications and supply of educational personnel working with Mexican American students. Recommendations developed by conference participants involved bilingual education, cultural sensitivity training, and legal statutes and regulations.

Seven papers were prepared for the conference and are now available as follows:

Carter, Thomas P.
Preparing Teachers for Mexican American Children.
Cordova, Ignacio R.
The Relationship of Acculturation, Achievement, and Alienation Among Spanish American Sixth Grade Students.
Kniefel, Tanya Suarez.
Programs Available for Strengthening the Education of Spanish-Speaking Students.
Lynch, Patrick D.
Training Mexican American School Principals: An Analysis of a Program's Hits and Misses.
Ramirez, Manuel, III.
Potential Contributions by the Behavioral Sciences to Effective Preparation Programs for Teachers of Mexican-American Children.
Rosen, Carl L., and Philip D. Ortego.
Problems and Strategies in Teaching the Language Arts to Spanish-Speaking Mexican American Children.
Saunders, Jack O. L.
The Blueprint Potentials of the Cooperative Teacher Education Preparation; Utilizing the Talented Mexican American.

Order from Duplicating Service, New Mexico State University, P.O. Box 3CB, Las Cruces, New Mexico 88001. Orders must be prepaid or accompanied by a purchase order.

Single paper	$1.00
Single paper, over 5	0.85 each
Kit of 7 papers	5.50
Kits of 7 papers, over 5	5.00 each

RESEARCH ABSTRACTS IN RURAL EDUCATION

Lewis Tamblyn of the Department of Rural Education of the National Education Association and Everett D. Edington, Director of ERIC/CRESS, have compiled a bibliography of abstracts selected from *RESEARCH IN EDUCATION*, ERIC's monthly journal of educational abstracts. The majority of abstracts chosen were prepared by CRESS, although a few were prepared by other clearinghouses in the ERIC system. Classification of abstracts for this publication was based on the six major areas for which ERIC/CRESS is responsible: Rural Education, Small Schools, Indian Education, Migrant Education, Mexican American Education, and Outdoor Education.

Copies of this publication can be obtained for $2.00 from:

Department of Rural Education, NEA
Division of Field Services Rm 315
1201 Sixteenth St. N.W.
Washington, D.C. 20036

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New prices for the document microfiche collections are as follows:

Research in Education, 1967 Reports	$ 480
Research in Education, 1968 Reports	1,470
Total for all reports	$1,950
Office of Education Research Reports, 1956-65	495
ERIC Catalog of Selected Documents on the Disadvantaged	410
Pacesetters in Innovation, Fiscal Year 1966	180
Pacesetters in Innovation, Fiscal Year 1967	215
Manpower Research: Inventory Fiscal Years 1966 and 1967	100
Selected Documents in Higher Education	190
Total, ERIC special collections	$1,590
Grand Total	$3,540

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
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ERIC CRESS

NEWS LETTER

Volume 4, No. 2 Summer 1969

A COMPREHENSIVE APPROACH TO MIGRANT EDUCATION

EASTERN OREGON COLLEGE'S FELLOWSHIPS IN SPECIAL EDUCATION

Theodore C. Brown
Eastern Oregon College

Over a year ago, Oregon's Elementary and Secondary Education Act Title I priorities were redefined in a manner which may well have long-range impact upon the State's capacity to better educate the predominately Mexican American, migrant population. A comprehensive teacher education component was outlined by Eastern Oregon College, focused at the fifth year or graduate study level, and designed to involve the future educator of migrants in the most penetrating year's involvement which time and energy would allow in the sociology, anthropology, special education, and language of the migrant child.

From the program's inception a sharp distinction was first drawn between the immediate provision of meaningful compensatory experiences for the migrant school child and the development of enlightened programs which might, in the future, genuinely build and educate, utilizing the cultural and linguistic strengths lying within the subculture. A second consideration in planning the project involved a special view of the teacher. Within the context of the project, the teacher was to become not *just* a good teacher, but the directing agent of acculturation, a practitioner of social change. Still another requirement of the program was that participants gain sufficient capacity in the Spanish language so that societal goals, i.e., those of the school, could be carried by the teacher to the Spanish-speaking child and his parents in their own language. A final dimension in the training was to be the experience of living with the target population in order that the teacher might be conversant with the hidden languages of the migrant, to know, for a brief period at least, of the ebb and flow of the migrant's world.

The Eastern Oregon College project is a down-to-earth attempt to take young teachers through a four-term experience reaching for these goals. Although course titles are given and grades and credit hours are assigned, the project is really one of a year's immersion in social problem-solving.

The education core consists of a diverse range of specialized courses for preparing the future teacher of Spanish-speaking, minority group children.

ENGLISH AS A SECOND LANGUAGE. Students become familiar with techniques in the audio-lingual method, while learning to use several recently developed, effective language programs for teaching migrants.

CORRECTIVE READING. Reading problems are analyzed against a cross-cultural context with emphasis on remedial techniques.

HISTORY OF MINORITY EDUCATION. An evaluation of the public school's role, historically and contemporaneously, in teaching America's minorities.

MATERIALS PREPARATION. The course requires that the student identify a teaching problem and develop materials to achieve an academic goal.

INTERN TEACHING. Each student teaches in a special summer project focused exclusively upon migrants.

Approximately six hours of electives are also required.

For insights into the culture and sociology of the migrant, and based on the premise that prospective teachers benefit from the acquisition of an "anthropological point of view," the program offers the following sequence.

The Newsletter is a publication of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), which is funded under Title IV-B, Elementary and Secondary Education Act, Department of Health, Education, and Welfare. ERIC/CRESS is located on the campus of New Mexico State University, Las Cruces, New Mexico.

SOCIAL AND CULTURAL ANTHROPOLOGY. The course is taught with a major emphasis on Mexican American ethnography.

LANGUAGE AND CULTURE. The nature and function of language as it shapes ideas, behavior, and personality are emphasized.

FIELD ANTHROPOLOGY. The student is lead first through a theoretical introduction to the process of describing social hypotheses; later, during the summer, the student is allowed to validate his thinking while on field station.

ANTHROPOLOGY OF ACCULTURATION. The processes are analyzed through which peoples (especially Mexican Americans) are diffused through, or identify with, a segment of the dominant culture.

In addition, approximately nine hours of electives are required.

During the final term the student group lives in a migrant camp, teaching in one of the special ESEA summer school programs, while developing projects in field anthropology.

Prior to initiating the project, a small Media Center was remodeled on the campus of Eastern Oregon College, serving as a campus within a campus for the Master of Arts in Teaching students as well as a repository for the special education equipment used in the program. The Center is the locus for seminar meetings and is administrative base for the project.

As the first graduates (1968-69) enter professional careers, a general pattern appears to be emerging. Trainees are being placed in one of three categories with demand far exceeding the number of graduates. The demand is for (1) special teachers to teach in classrooms enrolling migrant (Mexican American and Russian American) children, with duties usually extended to include participation in special summer projects; (2) teacher-consultants whose duties embrace some teaching but extend to include home contact and in-service training for other teachers in the systems; and (3) administrative positions coming in close contact with the migrant population.

Two alternatives are open to applicants. The fifth-year program is designed to prepare teacher-councelors to better handle the migrant students in the classroom; others may register as candidates for a Master of Arts in Teaching.

Qualified students receive a basic monthly stipend and dependency allowance with their basic fees and tuition paid.

A comprehensive "Prospectus" is available by writing:

Theodore C. Brown
Director, Migrant Program
Eastern Oregon College
La Grande, Oregon 97850.

MIGRANT EDUCATION A SELECTED BIBLIOGRAPHY

A bibliography of 107 selected documents was compiled by James E. Heathman, Research Associate at ERIC/CRESS, to provide access to some of the latest developments in migrant child education. The publication includes abstracts of documents which have appeared in *RESEARCH IN EDUCATION* (RIE), ERIC's monthly announcement journal of research and resource documents, through January 1969. It is anticipated that supplements to the bibliography will be issued in the future.

Copies of *Migrant Education, A Selected Bibliography* may be obtained for $1.75 each for orders of 1 to 5 copies, and for $1.50 each for orders of over 5 copies. Orders must be prepaid or accompanied by a purchase order. Mail orders to

Manager, Duplicating Service
New Mexico State University
P.O. Box 3CB
Las Cruces, New Mexico 88001.

Hardcopy and microfiche reproductions will be available for purchase after the bibliography is announced in the August issue of RIE.

RURAL SHARED SERVICES. FINAL REPORT.

The March 1969 issue of the *News Letter* included an article on Rural Shared Services by Frank L. Heesacker of Northern Montana College. The article gave a brief overview of a year's project to investigate the *shared services concept* of providing programs to youth in rural areas. The Final Report of the project was published in four parts in April 1969; an abstract of each part will appear in a forthcoming issue of *RESEARCH IN EDUCATION*. The Final Report will then be available for purchase from ERIC Document Reproduction Service.

CURRENT INDEX TO JOURNALS IN EDUCATION

In cooperation with ERIC, Crowell Collier and Macmillan, through its Information Sciences subsidiary, will be producing the *Current Index to Journals in Education* (earlier called the Journal Index to Education). Publication date for the first issue was April 1969. *The Current Index to Journals in Education* covers articles in over 200 education journals and additional periodicals in related fields. This new index is a companion service to *RESEARCH IN EDUCATION* (RIE) but does not contain abstracts.

Recent articles are collected and indexed by the 19 clearinghouses that comprise the ERIC network. This material is indexed with terms from the *Thesaurus of ERIC Descriptors*, a vocabulary developed by a Panel of Educational Terminology.

The *Current Index to Journals in Education*, a computer-generated index, contains a main-entry section, an author index, plus an index to source journals. One of the unique features of *Current Index to Journals in Education* is the coverage devoted to peripheral literature relating to the field of education. This essential feature will assure access to important contributions in periodicals which fall outside the scope of education-oriented literature.

The price for 12 monthly issues is $34.00. Annual and semi-ammual cumulations will also be available. For further information, write to CCM Information Sciences, Inc., 866 Third Avenue, New York, N.Y. 10022.

EDUCATIONAL INFORMATION CENTER SEMINARS

System Development Corporation, with support from the U.S. Office of Education, is conducting 3-day seminars in 10 major cities on the Educational Information Center from October, 1969, through March, 1970. Personnel in various educational settings who are involved in disseminating educational information are urged to submit applications. For further information on seminar goals and participant criteria send inquiries to:

System Development Corporation
Attn: Mr. C. Neil Sherman
5720 Columbia Pike
Falls Church, Virginia 22041.

A NATIONAL WORKING CONFERENCE ON SOLVING EDUCATIONAL PROBLEMS IN SPARSELY POPULATED AREAS

Rural educators from all parts of the United States met in Denver, Colorado, March 17-19, 1969, to define specific educational problems in sparsely populated areas and to propose workable solutions to the problems. The conference was sponsored by the National Federation for the Improvement of Rural Education (NFIRE) and the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS).

During the entire workshop demonstrations were given of innovative educational practices for solving rural school problems. Various sessions were held in which papers were given by experts in rural education. At some of the sessions a representative of a Department of the U.S. Government analyzed a particular problem. The conference was an example of how governmental and professional organizations can cooperate in the dissemination of new methods and research findings.

Copies of the conference proceedings are available for $1.00 each from Rowan Stutz, President, National Federation for the Improvement of Rural Education, Utah State Board of Education, 136 East South Temple, Salt Lake City, Utah 84111.

Three of the papers prepared for the conference were published by ERIC/CRESS for distribution. Single copies of the papers are available while the supply lasts from ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Box 3AP, Las Cruces, New Mexico 88001.

Change in Small Schools by Everett M. Rogers and Lynne Svenning

The Political Aspects of Small Town and Rural Schools by Frieda L. Gehlen

Rural Education and the Educational and Occupational Attainments of Youth by Archibald O. Haller

These papers, along with the conference proceedings will soon be available for purchase on microfiche or hardcopy after abstracts of the papers appear in a future issue of *RESEARCH IN EDUCATION* (RIE).

CRESS DIRECTOR ATTENDS INTERSKOLA 69

Dr. Everett D. Edington, director of ERIC/CRESS, participated in an international rural education seminar attended by representatives from the United States, Norway, Scotland, and Sweden, July 7th–11th, 1969, at Orsta, Norway. He presented a paper, "Examples of Administrative Problems and Solutions in Rural Education in the USA," and gave a talk on the ERIC System. En route Dr. Edington discussed the ERIC program with representatives of: Aberdeen College of Education (Scotland); University of London (England); Department of Education and Science (London, England); Ministry of Education (Copenhagen, Denmark); The National School of Educational Studies for Teachers in Vocational and Higher Education (Copenhagen, Denmark); University of Oslo (Norway); and Council for Innovations in Education (Oslo, Norway). The educators, administrators, and researchers contacted on this trip showed interest in utilizing ERIC materials and in contributing research information resulting from the efforts of their respective countries.

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Assistant Director: David C. Hall
Acquisitions: Betty Rose D. Rios
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Editor: Yvonne Punzo
Research Associates: David Altus, Jim Heathman, David Kniefel, Cecilia Martinez, John Munson, Eddy VanMeter, Stanley Wurster, and Raul Holguin
Secretaries: Aline Vaughan, Gerry Woodhouse, Jan Herman

NEW AERA PUBLICATION POLICY

Two major publication policy changes have been announced by the American Educational Research Association (AERA):

(1) AERA will publish an *Annual Review of Educational Research.*

(2) The *Review of Educational Research* will become a journal in which contributed, unsolicited review papers are published.

This new editorial policy is effective now. Authors may submit review-type manuscripts on any chosen topic to:

Mr. Gene V. Glass
Editor, *Review of Educational Research*
McKenna Building
University of Colorado
Boulder, Colorado 80302.

Review of Educational Research is interested in receiving critical, integrative educational research reviews prepared at the highest level of scholarship. All submitted manuscripts will be considered for publication. By February 1970 each issue of *Review of Educational Research* will contain papers on a variety of topics.

This newsletter was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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ERIC CRESS

NEWS LETTER

Volume 4, No. 3 Fall 1969

TRIBAL INVOLVEMENT IN THE NAVAJO EDUCATION REVOLUTION

William J. Benham

Since 1966, an educational revolution has been in progress on the Navajo Indian reservation. The generals in the revolutionary forces are tribal leaders. In their ranks are Navajo parents and students and the Federal agencies that serve them on the reservation, notably the Bureau of Indian Affairs.

The Navajo reservation is in the Four Corners Area of the United States with parts of it located in Arizona, New Mexico, and Utah. Most of the reservation is in Arizona. It is an area of 16,000,000 acres, or 25,000 square miles—about the size of the state of West Virginia. This beautiful, but barren land is made up of deep arroyos and high mesas. It is a land of vivid color contrasts which find expression in the art objects of the people. Many Navajos still live in their traditional hogans, an octagonal dwelling made of logs and mud. The Navajos number about 119,000. Traditionally a semi-nomadic people, they value self-reliance and independence.

The size of the tribe and the relative isolation of the reservation has enabled the Navajos to preserve, to a large extent, their tribal way of life. They have preserved their own language which, like most Indian languages, is completely different from English and other Indo-European languages. In addition, the Navajo people stand apart from the general population in another important, vital way. Their cultural background, like the language which reflects it, is quite different from that of other Americans.

When compared with the general population, the Navajo American people who live on the reservation face disadvantages ranging from health to housing; from lack of education to unemployment.

In the past, too often, these differences have been reflected in lack of success in the classroom. Too often, the Navajo student confronted with a completely new world in the classroom, has dropped out of school. Too often, he has been felled by a new, complex language, English, which to him is a foreign language. Too often, he has had no knowledge of the teaching materials in the classroom, which have reflected activities removed from his range of experiences. Also, in the past, too often, he has pondered the sigificance of his Navajo heritage.

Over the years, the Education Committee of the Navajo Tribal Council has tried to stay in touch with the needs of Navajo youth. This is a committee appointed by the Tribal Chairman from the membership of the 74-person Navajo Tribal Council.

The Tribal Council has utilized programs such as the Economic Opportunity Act, to create opportunities for the adult population by programs of training, employment, housing, and adult education. Through tribal efforts, industrialization and urbanization are developing on the reservation.

In early 1966, the Education Committee began the revolution in Navajo education. After a lengthy discussion of the direction the revolution should take, there was unanimous agreement that the following should be the goals for Navajo education:

1. To attack the unique problems of Navajo students by the provision of appropriate programs suited to the needs of the students.
2. To seek maximum involvement of parents and tribal leaders in the education program.
3. To develop a public information program which reflects progress made on a continuing basis.
4. To endeavor to assist in any way possible so that full utilization can be made of resources, such as legislation of all types which can benefit the Navajo people.

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Thus, with the direction determined by the Education Committee of the "generals," the revolution began to take form in Federal schools on the Navajo reservation which served 22,444 students in 1966.

It was determined that what the students needed most was an improved self-image and better English-speaking capability. Thus, it was decided that attention should be centered on meeting these key needs. With the help of Elementary and Secondary Education Act, Title I, Public Law 89-10, and at the suggestion of the Education Committee, a contract was made with the University of New Mexico to develop Navajo social studies units which could be used for a four to six-week period each of the 12 years of the students' schooling. This multidisciplinary approach endeavored to utilize contributions from anthropology, sociology, and other fields. Its central aim was to develop a proper appreciation of the students' rich heritage. In 1969, these units were piloted in 39 Federal and public school classrooms with notable success. Students have developed a greater sense of pride in the fact that they are Navajo. One teacher reported that one of her students said, "For the first time I have learned something about my people. I did not realize that my own people had such a rich background."

In English as a Second Language or ESL, the first objective was to institute the ESL approach in the 900 classrooms in Federal schools on the reservation. To do this, consultants of national reputation gave help in planning, evaluating, and material development. Existing inservice training was stepped up, new inservice training was planned, and off and on-reservation language enrichment experiences were increased. Dr. Robert Wilson of the University of California at Los Angeles, a prominent linguist, has worked with the program since its inception. He has worked with Federal teachers on material development and training. Others who have participated include Dr. Cecil Robinson and Dr. Mary Jane Cook of the University of Arizona, and Dr. Bernard Spolsky and Dr. Gina P. Harvey of the University of New Mexico.

To increase involvement, the Education Committee established Tribal Leaders' and Parents' Day, which have become regular events in all Federal schools. A movement started for the formation of boards of education for all Federal schools. In August of 1969, the Navajo Tribal Council adopted a "Community School Board Act" which formalizes and guarantees parental involvement in Federal school affairs. This was developed by the Education Committee of the Tribal Council.

To achieve public understanding, the Education Committee has stressed the need for public information. The need for all agencies involved in Navajo education to coordinate and cooperate has been a keynote of Education Committee operation.

Through leadership efforts like these, dramatic, bold and important changes are continuing to take place in all aspects of Navajo education.

Dr. Benham is a Creek Indian and a career educator with the Bureau of Indian Affairs. He has his doctor's degree from the University of Oklahoma. At the present time, he is the Director of Federal Schools on the Navajo Reservation.

INDIAN MEDICAL SCHOLARSHIP

So that other Indians may follow in the footsteps of Dr. Charles Eastman, a Santee Sioux who graduated from Dartmouth in 1887 and received his M.D. from Boston University School of Medicine in 1890, the Association on American Indian Affairs has established a $3,000 fellowship for American Indians entering their first year of medical school. In announcing the fellowship, Dr. Carl Muschenheim, chairman of the Association's National Committee on Indian Health, stated: "It is hoped that the Charles Eastman Fellowship will help encourage more American Indians to aspire to medical careers to serve their people." For information write the Association on American Indian Affairs, 432 Park Avenue South, New York, N.Y. 10016.

ERIC FEATURED IN USIA SOVIET EXHIBIT

ERIC materials are now on display in the Soviet Union as part of the U.S. Information Agency (USIA) exhibit *EDUCATION TODAY—USA*. Between July 1, 1969 and June 1, 1970, the exhibit will travel to Moscow, Leningrad, Kiev, and other cities in the Soviet Union. A selection of ERIC products and publications and examples of microfiche and hard copy of documents are included in the exhibit library's collection of 1,000 works on education. USIA reports that the library where ERIC materials are displayed has proved to be the most popular part of the exhibit. One and a half million persons are expected to view the exhibit during its tour.

AMERICAN INDIAN EDUCATION
A SELECTED BIBLIOGRAPHY

and

MEXICAN AMERICAN EDUCATION
A SELECTED BIBLIOGRAPHY

These bibliographies compiled by James E. Heathman and Cecilia J. Martinez, Research Associates at ERIC/CRESS, contain citations of documents that have appeared in *RESEARCH IN EDUCATION* (RIE), ERIC'S monthly announcement journal of research and resource documents.

American Indian Education, A Selected Bibliography, contains abstracts taken from RIE through August, 1969. The bibliography includes some of the latest research findings and newest developments in the education of American Indians.

Mexican American Education, A Selected Bibliography, contains a list of descriptors that are relevant to the scope and content of the cited documents. The documents appeared in RIE through June, 1969. Research findings and developments in bilingual compensatory education for the Spanish-speaking are included.

Both bibliographies contain subject indexes. A limited supply is available from ERIC/CRESS upon request (see last page for complete address).

FILMSTRIP SERIES ON IMPROVING EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICANS

A series of five filmstrips, produced by the Southwest Educational Development Laboratory under a grant from the U.S. Office of Education, presents the highlights of exemplary educational programs designed to meet the unique needs of Mexican Americans—children and adults. The filmstrips were photographed at schools, colleges, and other educational centers in six states. Titles are:

Harvest For All Seasons: Education
Learning Double/Bilingual Education
English As A Second Language
Early Learning
Search for Opportunity

These filmstrips are available on loan at no charge except the return postage. For further loan or purchasing information for one or all of the filmstrips, contact the Southwest Educational Development Laboratory, Commodore Perry Hotel, Austin, Texas 78701.

FELLOWSHIPS IN CONSERVATION

Applications are now being accepted for a 1970-1971 program of Fellowships in Conservation sponsored by the National Wildlife Federation and State Affiliates. The deadline for applications is December 1, 1969. Write to:

Executive Director
National Wildlife Federation
1412 16th Street N.W.
Washington, D. C. 20036.

HELP!!! ARE YOU STILL ALIVE???

During the past three years, many people on our mail list have changed positions, moved, retired, and so forth. Is your *News Letter* addressed correctly? We are in the process of re-categorizing the mail list, and would like all of the entries to be correct. Therefore, it is necessary that you fill out and return this form to remain on the ERIC/CRESS mail list. Please mark changes in your name or address on the reverse side. Below, indicate up to 3 interest areas in rank order of preference (1,2,3,). The information will enable you to receive availability announcements of products which we produce in your interest area. Thank you all in advance for your cooperation.

Title of Your Position

Interest Areas:

rural education____
small schools____
outdoor education____
Mexican American education____
Indian education____
migrant education____

TALENT SEARCH

An announcement which appeared in *American Education*, March 1969, Volume 5, Number 3, page 1, is directed to those involved in education for Mexican Americans, American Indians, migrants, and children in rural and isolated areas. The article is quoted below:

> Do you know someone who should be making the post-high school education scene but thinks he can't afford it? The Office of Education's Talent Search program would like to know about him. Talent Search looks for young people who ought to be in colleges or vocational schools and guides them in suitable choices of study programs, application procedures, and sources of financial aid. Many thousands of young people who are poor have been helped, but thousands of others who need a break have not yet been reached. If you know a talented boy or girl who needs such guidance, send a post card to Student Aids, U.S. Office of Education, Washington, D.C. 20202; they'll send you the name of a Talent Searcher in your area.

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THE DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS FOR AMERICAN INDIANS

Educators from the Federal, state, and local levels (both from public schools and Bureau of Indian Affairs), business and industry representatives, Indian leaders, and employment personnel from those states having sizable numbers of Indians met in Albuquerque, New Mexico, August 18-22, 1969, to stimulate the development of more vocational education programs for American Indians. The institute was sponsored by New Mexico State University with a grant from the U.S. Office of Education.

Two major conclusions were made. First, since characteristics of the Indian people differ in the various regions of the country, it is necessary that vocational education programs be developed at the regional, state, and local levels rather than national. Second, vocational education programs, generally, have not been adequate to meet the training needs of the American Indian in both rural and urban areas.

The conference proceedings contains a brief summary of each of the presentations given as well as the committee reports and the recommendations derived from the institute. A *limited* supply of copies of the proceedings is available from ERIC/CRESS upon request. (see below for complete address)

This newsletter was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view of opinions do not, therefore, necessarily represent official Office of Education position or policy.

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ERIC CRESS

NEWS LETTER

Volume 4, No. 4 December 1969

IMPROVING THE INSTRUCTIONAL PERFORMANCE OF RURAL SCHOOL TEACHERS

John E. Codwell

Of the various components in an education improvement program for rural school systems, it is highly probable that improvement of teaching performance has a very high priority. The probable reasons for this are (1) the importance of the teacher in the learning process; (2) the recognition that rural school enrollments, like urban school populations, include significant numbers of culturally different[1] pupils; and (3) the fact that relatively few teachers understand the culturally different pupil.

In an attempt to improve the instructional performance of teachers in the three rural centers included in the Education Improvement Project of the Southern Association of Colleges and Schools, the deputy director of the project, with the assistance of his colleagues, planned and directed a special project designed to determine the effect of an adaptation of microteaching on the instructional behavior of rural school teachers.[2]

OBJECTIVES

The major objectives of the project were these:

1. To ascertain whether or not the opportunity for rural teachers to observe, analyze and evaluate their teaching behavior (as recorded on videotape) had any relationship to a change in these teachers' instructional performance;

2. To identify the nature of this change in instructional performance in terms of (a) general teaching competence, (b) pupil-teacher interaction behavior, and (c) teacher attitude.

[1]The author is using the term "culturally different" to identify pupils frequently referred to as "disadvantaged."

[2]John E. Codwell, *A Demonstration of the Effect of an Adaptation of Microteaching on the Instructional Behavior of Rural School Teachers.* Washington, D. C. U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, October, 1969.

PROCEDURES

Three rural school systems (Overton County, Tennessee; Wheeler County, Georgia; Wewahitchka, Florida) served as centers for this project. Fifty-one teachers (17 from each rural center) and 1,114 pupils participated in the project.

Each of the 51 teachers was pre-rated by each person of a five-member rating team (one rating team for each center) as the teacher taught an adaptation of a micro-lesson (about 25 minutes) to an adaptation of a micro-class (about 23 pupils). The rating instruments used were The Stanford Teacher Competence Appraisal Guide and The Ryans' Classroom Observation Record. It was at this time that each of the 51 teachers assessed his own teacher attitude using the Minnesota Teacher Attitude Inventory as the instrument of assessment.

Following the ratings by the five-member rating team and the teachers' own assessment, each of the 51 teachers recorded on videotape what he considered his best teaching performance. This videotape was then observed and discussed by the teacher, a trusted colleague, and the members of his rating team in that order.

Based on suggestions for improvement, each teacher in the project then engaged in a 12-week "laboratory teaching period." At the end of this "laboratory teaching period," each teacher was post-rated in an actual classroom teaching performance in the same manner in which he was pre-rated. It was also at this time that the teacher made a second videotape of what he considered a best teaching performance. Each teacher also post-assessed his teaching attitude in the same manner in which he pre-rated it.

In addition to the above described pre- and post-ratings of actual classroom teaching performance, pre- and post-ratings of thirteen randomly selected tapes (five from each of two rural centers and three from the third) were made in Atlanta, Georgia by a five-member special team of raters.

The Newsletter is a publication of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), which is funded under Title IV-B, Elementary and Secondary Education Act, Department of Health, Education, and Welfare. ERIC/CRESS is located on the campus of New Mexico State University, Las Cruces, New Mexico.

RESULTS

Utilizing the statistical techniques of linear correlation, analysis of variance, and canonical correlation in the analysis and interpretation of the data, the following were among the results obtained:

1. There were significant indications of improvement in each of the three centers in terms of instructional skill, pupil interaction, and teacher attitude.

2. None of the variables of sex of teachers, level of teaching position and length of teaching service had a significant relationship to this improvement effect.

GENERAL CONCLUSION

The results of this project led to the general conclusion that a rural school teacher's opportunity to see and hear his performance in the classroom, as presented in such an arrangement as this project provided, has a highly significant improvement effect on this teacher's instructional performance.

John E. Codwell is Deputy Director, Education Improvement Project of the Southern Association of Colleges and Schools, Atlanta, Georgia.

FIRST PAPERS ON MIGRANCY AND RURAL POVERTY

Three titles are currently available in the series *First Papers on Migrancy and Rural Poverty*, published by Teacher Corps: Rural-Migrant, School Education, University of Southern California, Los Angeles:

Agencies and the Migrant: Theory and Reality of the Migrant Condition.

The Mexican-American Heritage: Developing Cultural Understanding.

Attitudinal Characteristics of Migrant Farm Workers.

These paperback editions are $1.50 each. Checks should be made payable to Teacher Corps: Rural-Migrant at Room 1002, Phillips Hall of Education, University of Southern California, Los Angeles, 90007.

INDEX TO THE JOURNAL OF AMERICAN INDIAN EDUCATION

An annotated index of articles that appear in the *Journal of American Indian Education* (JAIE), Vol. 1, No. 1 (June 1961) through Vol. 8, No. 1 (October 1968) was prepared by Charlotte Ann Loomis of ERIC/CRESS. Later issues of JAIE have been cited in *Current Index to Journals in Education* (CIJE), ERIC's monthly cataloging and indexing publication. This index and issues of CIJE provide complete indices for JAIE. A *limited* supply of this index is available from ERIC/CRESS upon request (see last page for complete address). Subscribers to JAIE have been sent a copy of the index.

BOY SCOUTS OF AMERICA LOOKING FOR INDIAN LEADERS

Three full blood American Indians are among scouting's professional ranks. Joe Provost, an Omaha Sioux, Window Rock, Arizona, was the first American Indian Boy Scout executive. Provost is a fifteen year veteran. Because of the phenomenal growth of scouting on the Navajo Reservation, Vernon Teller, a twenty-seven year old Navajo, has been employed by the Kit Carson Council, Albuquerque, New Mexico. He will assist Provost with the management of scouting throughout the vast stretches of the fifteen million acre Navajo Reservation. William Benjamin, the third American Indian to be employed as a Scout executive with the Boy Scouts of America, is a Blackfeet and has accepted employment with the Yellowstone Valley Council, Billings, Montana. He has been assigned to serve the Fort Peck, Assiniboine Sioux, Northern Cheyenne, and Crow Reservations. His employment was made possible by the historical action of the three Tribal Councils who jointly agreed to provide financial support to scouting's Boypower '76 Program.

Scouting's market includes more than 60,000 American Indian boys of scouting age. America's Indian leadership is determined to serve one out of three. The employment of Indian executives is a step in the fulfillment of that commitment. Interested persons should contact Otis O. Fuller, Director, American Indian Relationships, Community Relationship Service, Boy Scouts of America, New Brunswick, New Jersey 08903.

INDIAN PROGRAMS OF THE CENTER FOR URBAN AND REGIONAL AFFAIRS, UNIVERSITY OF MINNESOTA

Arthur M. Harkins

Since March, 1968, the Center for Urban and Regional Affairs (CURA), University of Minnesota, Minneapolis, has been engaged in the development, operation, and evaluation of several types of programs related to American Indians in the Upper Midwest.

The three areas under which most activities fall are: program conception and design; program evaluation and basic research; community participation. *Project Indian Upward Bound* is funded by the U. S. Office of Education, and is designed for Minneapolis Indian inner-city children, grades 7–9. Encouraging Indian children and motivating them to remain in school, the program works in two junior high schools during the academic year and has a concentrated program held out of the Minneapolis area during the summer. It is entirely controlled by an all-Indian community board, and is modeled in many respects after the Rough Rock Demonstration School in Chinle, Arizona. The program is in its second funded year. *Project STAIRS* is funded through the Office of Economic Opportunity, with local contributions from the University of Minnesota and the Minneapolis Public Schools. STAIRS is designed for inner-city Indian children in grades 1–6. It offers a tutorial program to motivate these youngsters to stay in school and to get good grades. Special activities are planned with tutors, students, parents, and staff, with all program direction under the control of an all-Indian community board. A more ambitious participation project underway with the Minneapolis public schools, in conjunction with the Indian Advisory Committee to the Public Schools, is the *Indian School Control Participation Project*, designed to allow for the gradual, contractual assumption of many school functions by Minneapolis Indians in institutions where their children are students. Evaluation projects based on flexible research methodologies are attached to all these programs.

The *Indian Inmate Education Program* was recently begun by CURA as the first state-wide education program for Indian inmates in various kinds of correctional institutions. As the program develops, it will articulate closely with the present Office of Economic Opportunity-funded *Project Newgate*, already operating in one state prison. Educational classes will be offered toward the Graduate Equivalency Diploma for Indian history, culture, arts and crafts, for Indian languages, and for college-level work. The entire corrections program will soon operate under several all-Indian advisory boards, one for each of three correctional levels—Federal, state, and county. Other Indian programs underway in CURA are: participating in the further development of the *Department of American Indian Studies*; participation in the *National Study of American Indian Education*; further development in the *Cultural Education Specialist Program* (bringing Indian undergraduates and Indian community persons into college teaching roles); development of an *Indian Executive Training Curriculum*; assistance to the White Earth Reservation in the establishment of a voluntary, locally-operated *Indian schooling system* from kindergarten through junior college; conduct further large-scale *urban Indian research* in the Midwest; assistance in the development of *additional Indian advisory committees* to various state, county, and city agencies.

Recently, the University of Minnesota has approved the development of a multi-purpose regional and national center for Indian community programs called the *Center for Indian Development*. The center will be a unique structure within any university, particularly those that relate to American Indians. The center, funded by the State Legislature, will be operated by a Governing Board composed of ten regional Indian appointees or electees, five regional Indian students (three from colleges and two from high schools), and ten University of Minnesota staff and faculty members (the majority of them Indian). The center will assume most, if not all, of the responsibility for developing, conducting, and evaluating current and planned Indian programs at the University of Minnesota.

Copies of evaluation reports, approved proposals, basic research reports and other materials are available upon request by writing Arthur M. Harkins, Coordinator, Center for Urban and Regional Affairs, 231 Clay School, University of Minnesota, Minneapolis, Minnesota 55455. The telephone number is (612) 373-3131.

RURAL EDUCATION AND SMALL SCHOOLS A SELECTED BIBLIOGRAPHY

This bibliography, compiled by Stanley R. Wurster and James E. Heathman, Research Associates at ERIC/CRESS, cites over 300 documents that have appeared in *RESEARCH IN EDUCATION*, ERIC's monthly announcement journal of research and resource documents, through September 1969. Abstracts of each document and a subject index are provided.

Copies of this bibliography may be obtained for $1.25 per copy from: Manager, Duplicating Service, New Mexico State University, P. O. Box 3CB, Las Cruces, New Mexico 88001. For orders exceeding 5 copies, the price is $1.00 per copy. Orders must be prepaid or accompanied by a purchase order.

ERIC/CRESS'S USER EDUCATION PROGRAM

ERIC/CRESS has begun a user education program which proposes to: (1) introduce educators to the ERIC concept; (2) explain to them how to use *RESEARCH IN EDUCATION* (the monthly abstract journal) and other ERIC indices; and (3) acquaint them with clearinghouse publications. So far, efforts have been aimed at teachers; exhibit booths were sponsored at the annual conventions of the State Education Associations in Arizona, Colorado, and New Mexico. Sample publications from all ERIC Clearinghouses were displayed, and brochures were distributed for most of them.

RIE REPORT RESUMES NOW AVAILABLE

Research in Education (RIE) Report Resumes: November 1966–December 1967 has now been published. The resumes which appeared in the first 14 monthly issues of RIE have been reprinted in a single volume by the National Standards Association, Inc. Copies are available for delivery at $24.50 each from:

National Standards Association, Inc.
1321 14th Street, N. W.
Washington, D. C. 20005.

ERIC RECORD & FILMSTRIPS

The ERIC (Educational Resources Information Center) Record and Filmstrips developed by Dr. Allen Lee include:

Introduction to ERIC... provides an orientation to the ERIC system and illustrates ERIC and clearinghouse products and services.

How to Use ERIC... shows how to search the indexes, use the resumes and read ERIC documents...illustrates a simple search.

ERIC Advanced Training Program... uses the Thesaurus to illustrate a more complex and comprehensive search.

The cost of a complete set of three filmstrips and accompanying record is $5.00. Orders may be placed for immediate delivery after January 1, 1970 from:

National Audiovisual Center
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(301) 440-7755 & 7756

NAC would prefer that payment be made by check. Upon request the same presentation can be obtained in a slide tape format for approximately $30.00 from:

Dr. Allen Lee
Teaching Research Division
Oregon State System of Higher Education
Monmouth, Oregon 97361

(503) 838-1220 Extension 444.

MICROFICHE READERS

A useful brochure entitled *Evaluating Microfiche Readers* by Don H. Coombs is available upon request from:

ERIC at Stanford
The Clearinghouse on Educational Media and Technology
Institute for Communication Research
Stanford, California 94305.

AMERICAN INDIAN AND SPANISH AMERICAN GRADUATE STUDENT PROGRAMS

The President's Council of Youth Opportunity announced that the Harvard University Graduate School of Business is seeking American Indians and Spanish-Americans to enter its graduate school in 1970, and offering financial assistance to those who need it. Contact: Jesse Bojorquez, Harvard Business School, Galletin Hall C-33, Boston, Massachusetts 02163.

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The Ford Foundation has announced the establishment of two new doctoral fellowship programs—one for American Indians and one for Spanish-speaking Americans—aimed at preparing minority youth to enter the field of college teaching.

The Ford programs will provide full support beginning in the fall of 1970, for full-time study leading to the doctorate in the humanities, social sciences, or natural sciences. Prospective applicants may receive details on the program by writing to "Doctoral Fellowships for Spanish-American and Puerto Rican Students," or "Doctoral Fellowships for American Indian Students," Ford Foundation, 320 East 43rd Street, New York, N. Y. 10017.

ATTENTION!

We have received a fair return from last *News Letter's* notice about ERIC/CRESS's new mail list. If you returned the form for the new mail list, read no further.

If, however, you did not return the form but would like to be on our mail list to receive the newsletter and announcements of our publications, please supply us with the following information: (1) your name, address, and title of position; and (2) three areas of interest, numbered in rank order of preference—rural education, small schools, outdoor education, Mexican American education, Indian education, and migrant education.

WE MUST HAVE THIS INFORMATION IN ORDER FOR YOU TO CONTINUE RECEIVING OUR AVAILABLE PUBLICATIONS.

BIBLIOGRAPHY AVAILABILITY

The ERIC/CRESS publications listed below are now available in microfiche (MF) or hardcopy (HC) from ERIC Document Reproduction Service:

ED 031 352 *Mexican American Education, A Selected Bibliography*
MF-$0.50 HC—$3.00

ED 030 780 *American Indian Education, A Selected Bibliography*
MF—$0.50 HC—$5.00

ED 028 011 *Migrant Education, A Selected Bibliography*
MF—$0.50 HC—$3.60

Copies of the bibliographies must be ordered by individual ED numbers. Payment must accompany orders totaling less than $5.00. For all orders, add $0.50 for handling. In the U. S., add sales tax as applicable. Foreign orders must be accompanied by a 25 percent service charge, calculated to the nearest cent. Orders should be sent to:

ERIC Document Reproduction Service
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

Migrant Education, A Selected Bibliography is also available for $1.75 each copy ($1.50 each for orders of over 5 copies) from:

Manager, Duplicating Services
New Mexico State University
P.O. Box 3-CB
Las Cruces, New Mexico 88001

Orders must be prepaid or accompanied by a purchase order.

GRADUATE ASSISTANTSHIPS AVAILABLE

Positions will be open for graduate assistantships at ERIC/CRESS beginning in June or September 1970. They are available to graduate students in education at New Mexico State University. The assistantships would involve working half time in the Clearinghouse while pursuing a graduate program. For further information concerning this program contact Everett D. Edington, Director, at the ERIC/CRESS address given below.

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SPECIAL SCHOLARSHIP PROGRAM

The University of New Mexico School of Law will again offer a Special Scholarship Program in Law for American Indians. The purpose of the program is to encourage American Indians to attend law school and to assist them in their preparation for law school. Students selected will receive grants sufficient to defray all expenses of the summer portion of the program and of the first year of law school. It is anticipated that the scholarships will be renewed during a student's second and third year of law school.

Any American Indian who has completed at least three years of college may apply. There is no prescribed undergraduate program for law students and students may apply no matter what their college major may have been. Any applicant who has questions about the program is invited to call Professor Frederick Hart collect, at Area Code 505, 277-4840 or write to him at the Indian Law Center, University of New Mexico School of Law, 1915 Roma, N.E., Albuquerque, New Mexico 87106.

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